Education for Rural Transformation

1955. SHRI SHANKER SINH VAGHELA:
SHRI PRAMOD MAHAJAN:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether an expert Group, jointly set up by NCERT, the India International Centre and the Gandhi Vidya Mandir (Rajasthan) has suggested various steps for 'education for rural transformation' as reported in the Statesman dated the 21st March, 1989;

(b) if so, what are the details thereof; and

(c) what is Government's reaction with regard thereto?

THE MINISTER OF STATE IN THE DEPARTMENTS OF EDUCATION AND CULTURE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI L. P. SHAHI): (a) A National Seminar and Conference on Rural Education for Development was organised at New Delhi from 15th to 17th July, 1988 by Gandhi Vidya Mandir, Sardarshahr (Rajasthan) in collaboration with the National Council of Educational Research and Training (NCERT) and the India International Centre, New Delhi. Three Experts' Groups were constituted at the National Seminar to deal with (i) concept of Rural Education for Development, (ii) Organisation and Management of Rural Education for Development and (iii) Programmes, Community Participation and Coordination with Developmental Agencies.

(b) Some of the major recommendations of the National Seminar and the Conference on Rural Education for Development are as follows:—

(1) Rural education should be related to the felt needs, ethos, experiences and aspirations of the rural people and should have direct relevance to the rural life, drawing learning experiences from rural environment, and corelated to productive work, and social service.

(2) A network of workable organisation from the village to the national levels should be built up for rural education. It was suggested that the organisational Network of Institutions should consist of (i) Pre-primary, Primary and Upper Primary schools at the Village level, (ii) Secondary/Senior Secondary Schools at the Cluster of villages level, (iii) Rural Polytechnics, Krishi Vigyan Kendras, Comprehensive Senior Secondary Schools at the Block level, (iv) Rural Institutes at the District level, (v) Rural Universities at the State level, (vi) State Council for Rural Education at the State level and (vii) Central Council for Rural Education at the National level.

(3) Rural education should be geared to national development. It should help to synthesise the quintesence of the past with the needs and demands of the present, with a view to building up a bright and promising future for the country as a whole, harnessing science and technology, securing social justice, upholding the dignity of the individual, strengthening fraternal bonds among all citizens and fostering unity of the nation.

(4) The school should be treated as a centre for a wide range

of community activities attracting people to participate in school programmes.

(5) Mass media such as television and radio should be used for effective implementation of rural education.

(6) Adequate resources, financial, human and material should be made available for programmes of education in the rural areas so that there is a parity between urban and rural population.

(c) National Policy on Education—1986 has taken adequate care to ensure equal opportunity to all not only in access but also in conditions for success. Pace setting schools have been established with the broad aim to serve the objective of excellence, coupled with equity and social justice and among others, to promote national integration by providing opportunities to talented children largerly from rural areas. The central and state governments and educational authorities in the country are expected to implement these and other provisions of the Policy over a period of time.

Road accidents in India

1956. SHRI SHANKER SINH VAGHELA: Will the Minister of SURFACE TRANSPORT be pleased to state:

(a) what is the Statewise number of road accidents indicating the details for the latest year for which figures are available and also the number of deaths resulted thereby and the number of persons injured;

(b) what are the figures for each of the previous three years; and

(c) what steps have been taken during these years to widened the congested roads and to improve the quality of roads and also the results achieved thereby?

THE MINISTER OF STATE OF THE MINISTRY OF SURFACE TRANSPORT (SHRI RAJESH PILOT): (a) and (b) A Statement is *annexed* (*See* Appendix CL, Annexure No. 97).

(c) Central Government is concerned with national highways. Efforts are made on continuing basis to improve the quality of roads by improving low grade sections and geometrics, construction of missing links and widening of roads, including four laning. With a view to ensure smooth movement of traffic during the last four years, road improvements done consist of constructing of 12 Bye-passes, widening of National Highways from single lane to double lane in a length of 1277 kms., strengthening of existing weak double lane stretch upto 3090 Kms., widening to 4/6 lanes stretches upto 83 Kms., construction of 46 major bridges and construction of 316 minor bridges.

Poor maintenance of private buses in Delhi

1957. SHRI DEBA PRASAD RAY: Will the Minister of SURFACE TRANSPORT be pleased to state:

(a) whether it is a fact that the Delhi Transport Corporation buses particularly the private buses under-Delhi Transport Corporation operation are shabbily maintened, with seats torn and broken, no proper door handles, dangerous joints in bus bodies and loose seats and bars, and emit thick clouds of smoke causing enormous air pollution if so, what steps are being taken to ensure proper maintenance of buses and their engines; and

(b) whether it is also a fact that while the private bus owners under DTC continue to earn profits, the Corporation itself has been running into losses, if so, the losses incurred during 1987-88 and 1988-89 and the reasons therefor ?